DOCUMENT RESUME

ED 396 781 JC 960 408

TITLE Successful Strategies for Teaching & Learning.
INSTITUTION American Association of Community Colleges, Washington, DC. National Council of Instructional Administrators.
PUB DATE 94
NOTE 17p.; For the 1993 report on successful strategies, see ED 368 402. For a related report, see JC 960 409.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Classroom Techniques; Community Colleges; *Faculty Development; *Instructional Effectiveness; *Program Descriptions; *Student Development; Student Personnel Services; Summer Programs; Two Year Colleges

ABSTRACT

Focusing on strategies for increasing student success in the community college, this monograph profiles winners of the National Council of Instructional Administrators (NCIA) exemplary program competition for 1994. First, background information on the competition is provided, indicating that it considers programs in three categories: Classroom/Curriculum, Faculty, and College-Wide strategies. Next, one-page descriptions are provided for the following winning programs: (1) an answer center for students at Utah's Salt Lake Community College, providing information regarding all student services at accessible locations and convenient times (winner, College-Wide); (2) a summer bridge developmental literacy program at Minnesota's North Hennepin Community College designed to increase the retention of at-risk students (honorable mention, College-Wide); (3) Project Fullstream at Texas' Collin County Community College, a center for growth and development for individuals with disabilities in an integrated college setting (co-winner, Classroom/Curriculum); (4) a government class at Texas' Navarro College which uses Nintendo interactive technology to simulate city government planning (co-winner, Classroom/Curriculum); and (5) faculty workshops at Kansas' Hutchinson Community College that provide faculty with opportunities to learn and practice new techniques for implementing changes in the classroom (winner, Faculty). Finally, an additional 29 successful strategies are briefly described. A position statement on promoting student success and the NCIA mission statement and membership forms are included. (TGI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 781

NATIONAL
COUNCIL OF
INSTRUCTIONAL
ADMINISTRATORS

SUCCESSFUL STRATEGIES FOR TEACHING & LEARNING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L. D. Timmerman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

JC 960 408

BEST COPY AVAILABLE

FALL 1994

Graphic design & layout: Janet Morgan
Navarro College
Software: ALDUS PAGEMAKER
Printing: Colorado Mountain College

NATIONAL COUNCIL OF
INSTRUCTIONAL ADMINISTRATORS

Leadership • Innovation • Advocacy • Development

Fall 1994

Dear NCIA Member,

From the classrooms of the community colleges of the National Council of Instructional Administrators membership, we bring you these exemplary student success (instructional) programs nominated for 1994. This publication is a service of the NCIA in its commitment to promoting teaching and learning.

In November 1991 the American Association of Community (and Junior) Colleges Board of Directors adopted as an official policy statement the position paper "Promoting Student Success in the Community College" prepared by the NCIA in its process of examining national issues. Following this official recognition, the NCIA changed the thrust of its annual exemplary program award competition. Initially called "Exemplary Instructional Programs," after five years, the invitation was extended for entries in several categories of student success strategies. For 93-94 the categories "Faculty/Classroom Strategy," "Curriculum" and "Collegewide" were specified. This monograph summarizes these entries and presents in some detail the winners and runners up. We hope you find among these exemplary programs ideas which you and your institution find useful. We invite you to communicate directly with respective contact persons and pursue ideas of interest to you.

You are invited to share your innovative and exemplary programs with the membership of NCIA. A form enclosed with this monograph announces the competition for 1994-95 and provides guidelines for your entry. We look forward to hearing about your work addressed to promoting student success in the teaching and learning process. Plan today to prepare your entry. **The deadline for submission is on the form.**

Read and use the ideas in this monograph. They are presented here for you.

Sincerely,

Patricia A. Dyer

Patricia A. Dyer, Ed.D.
President, NCIA

AN AFFILIATED COUNCIL OF THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
Inquiries: Donald R. Goss, Executive Secretary, NCIA, P. O. Box 198642, Nashville, TN 37219-8642

College-wide Strategy: Winner
Strategy/Initiative: THE ANSWER CENTER
Submitted by: Salt Lake Community College
Dr. Frank Budd - Chief Executive Officer
Contact Person: Shannon Wadstein - (801) 967-4202

As common sense indicates and research has proven, a major contributor to student success is whether a student feels welcome and connected to the institution. Students who are entering college for the first time are often anxious and confused as they attempt to maneuver through the system and, if support isn't available, may opt out before even getting started. The Answer Center at Salt Lake Community College is our attempt to welcome students to campus, ease their frustrations and start them on the right track. As such, it has become a key component in our institutional strategies for success.

The Answer Center - a place where students are given the "straight scoop"!

The Answer Center was developed to provide accurate, comprehensive information regarding all student services to an ever-increasing student population. Basic information concerning admission, academic advising, financial aid and registration are available to prospective, new and continuing students in a convenient place, without lines and at times that meet their schedules.

The spirit of the center lies in its invitational, trusting, informal, free from "bureaucracy" setting. It is housed in the College Center, adjacent to the services it supports but in an open environment. There are no walls... just desks with computer access and friendly faces to answer questions. It is the first place a student stops to get information. It is a pleasure to be there both for the student and the staff and it is a place where students are given the "straight scoop"!

Initially the Answer Center was intended to serve new and prospective students but in reality we are serving continuing students as well because they find the Answer Center inviting and easily accessible. When students are struggling, the Answer Center is a safe place where they can talk to their peers and learn about campus resources available to them.

The Answer Center is staffed by a full-time Specialist, part-time orientation leaders and peer advisors. The staff is responsible for conducting all new student orientations as well as being available at the Answer Center daily to answer students' questions. Students like to see a familiar face more than once during their initial time at the college. It also provides a wonderful forum in which to utilize the talents of peer assistants. Having the staff made up of students helps ease the tension a new student may be facing and lends itself nicely to the inviting nature of the Center.

Peer contact is a great way to introduce students to services that meet their needs but may be unknown to them: Career Advising, the Turning Point Program for Single Parents and Displaced Homemakers, the Disability Resource Center or Alcohol and Drug Education. Oftentimes students have not contacted these departments through their own initiative. What begins as a "quick question" usually opens the door to the many services that SLCC has to offer.

The Answer Center has proved beneficial for the entire campus community. Students gain accurate information, a friendly connection to the College and an understanding of "next steps". Departmental advisors and faculty get to spend more time with students who have great needs and who have been "prepped" with the correct information, referrals, etc.

The success of the Answer Center can be measured both qualitatively and quantitatively. In terms of qualitative measures, the Answer Center was the recipient of the National Academic and Career Advising Association (NACADA) Certificate of Merit Award in 1993 for Outstanding Advising Program. And recently, the Answer Center was featured in the Noel-Levitz publication Recruitment and Retention in Higher Education for the role it plays in successful retention of students. The Answer Center also sees many students who seem to feel comfortable stopping back because they recognize a helpful, friendly face.

As far as quantitative measures are concerned, during the first year of the Answer Center's existence (November 1992-1993) the staff assisted 10,076 students. In addition, 5,414 students attended a First Step Orientation and 7,166 new students were contacted by phone during their first quarter to see how they were doing.

We feel strongly about the spirit and success of the Answer Center concept and recommend its adoption at other institutions. By connecting students to the campus as soon as they arrive and giving them a welcoming environment, we are helping them reach their dreams and educational goals.

BEST COPY AVAILABLE

College-wide Strategy: Honorable Mention
Strategy Initiative: SUMMER BRIDGE: A DEVELOPMENTAL LITERACY PROGRAM
Submitted by: North Hennepin Community College
Dr. Fred Capshaw - Chief Executive Officer
Contact Person: Bridget Murphy and Mary Thompson (612) 424-0905

Shirley Brice Heath's recent work with urban youth suggests that traditionally underserved students have three central needs which must be met in order to achieve institutional success: the needs for autonomy, belonging, and competency. While all colleges and universities can and must prepare to meet these needs, the community college is uniquely situated to reach students who may be alienated by the "ivory tower" image of many four-year public and private institutions. Heath identifies community colleges as potential "border zones" where students can maintain close contact with the home community while preparing themselves for occupations that bring a measure of economic stability and opportunities.

In its effort to serve as an effective border zone, North Hennepin Community College has put together a developmental literacy program designed to increase the retention of at-risk students. The Summer Bridge Program is a package of courses, activities, and support services offered for college preparation. The objectives are to create community, build basic skills, and foster self-reliance in an intensive, but supportive, seven-week summer session. Recruiting efforts focus on bringing more students of color, low-income students, and first-generation college students to campus.

Objectives are to create community, build basic skills, and foster self-reliance in traditionally underserved students.

The courses in the program are introductory and preparatory in nature, and multicultural in content. The 12-credit package includes the following classes: an English refresher, an introductory college reading course, a college success course, and a health/physical education/activity class.

In an effort to enhance success and help build community, the program offers the following key features: an extensive orientation to the college, a strong connection with the Student Support Services program, personalized help with filling out financial aid applications and full financial support for tuition, books, and supplies (if eligible for financial aid), access to a computer lab and training in basic word-processing, peer tutors, field trips--including an overnight trip to a wilderness area and an Underground Railroad simulation experience, other informal social gatherings, on-campus social service contacts, access to child care, and a completion ceremony.

In the two years the program has been offered, we attempted to measure its success in a variety of ways, including tracking students' progress with our computer system, and through feedback from the students via focus groups and anonymous surveys.

In the past two years, the program has served students. In the first year of the program, 15 of the 20 students who registered for the program completed it. Eleven of the students returned for the Fall session, and of these eleven, 9 completed that session. At least half of the original cohort still attend this institution. Of the second cohort, 18 of the 20 students completed the program. Seventeen of these students returned in the Fall, and 16 completed the first quarter. Two of the students who have participated in the program have been inducted into the Honor Society, several have already transferred to four year institutions, and at least 5 of the students have maintained GPAs of over 3.5, another 6 or 7 GPAs of at least 3.0.

The numbers can tell only part of the story, however. We feel that a more salient measure of the program's success are student testimonials. Following are a sampling of comments obtained through program evaluation forms, given at the end of the program and at mid-term of the following quarter:

"Summer Bridge helped me to open myself up to others, to take that chance. Also, I'm able to recognize my anxieties and know what steps to take to conquer them."

"The People I've met have really encouraged me to hang in there and not drop out of school."

"It made me realize how hard college would be, but it also gave me the basic skills I need as well as the confidence to know that I can handle it."

"Summer Bridge has helped me with the reality of what was to come this Fall. It has given me a head start in my classes, and support through a social group. I've not only learned, but I have grown."

The data from the first two years of the program are promising, and the student feedback overwhelmingly positive; however, we are continuously looking for ways to improve the program in the curricular and extra-curricular areas, and in the services provided by the college. We view Summer Bridge as a dynamic program, and are looking forward to planning and participating in the next session!

BEST COPY AVAILABLE

Classroom/Curriculum Strategy: Co-Winner
Strategy/Initiative: PROJECT FULLSTREAM
Submitted by: Collin County Community College
Dr. John Anthony - Chief Executive Officer
Contact Person: Tricia Nagorski - (214) 881-6601

Approximately four years ago Collin County Community College (CCCC) began working collaboratively with Plano Independent School District (PISD), McKinney Independent School District (MISD), Region 10 Education Service Center, Collin County Special Education Cooperative, Collin County Mental Health/Mental Retardation and Texas Rehabilitation Commission to provide educational opportunities for 18 to 21-year-old students with disabilities.

For two years the institutions and agencies met to develop Project FULLSTREAM, a model for inclusive programming at the post-secondary level. FULLSTREAM'S vision is that CCCC become a center for growth and development for individuals with disabilities. The program was implemented in the Fall of 1992.

The program goals include improvement of basic academic skills, career development and targeted employment, acquisition of problem-solving skills, enhanced self-esteem, exploration of academic and recreational activities on the college campus, and establishment of a viable network within the college setting.

Students recommended to the program come from varied backgrounds with the majority spending their high school years in self-contained classes for students with mental retardation, autism, and emotional disturbance.

The FULLSTREAM students participate fully in an integrated college setting allowing them to experience learning activities with students who are not disabled. Each student of the program has an individualized daily and weekly schedule, which reflects his/her personal choices and needs. Students take one to three courses a semester and are assisted in the registration process by the program facilitator and an assigned college advisor. Class selections to date include developmental education, health, physical education and dance, human development, sociology, art, and music.

FULLSTREAM students are supported in the classroom by a student mentor whose role is to facilitate student learning and promote positive peer relationships. The student mentor also serves as a liaison between the professor and the program facilitator. Information about the program, along with personal contact by the facilitator, aids in developing a working relationship with professors. Modification of class work, taping of texts, adapting textbooks, providing supplemental material and assisting students with course and laboratory work outside of class are among ongoing activities performed by the facilitator.

All of the agencies involved in planning are also involved in the implementation of the program. The school districts which recommend students to the program are responsible for the students' tuition, books and transportation fees. The vocational adjustment teacher from each district continues to serve appropriate students. The college provides the office, academic advisor, student mentors, and administrative support.

FULLSTREAM'S vision is that CCCC become a center for growth and development for individuals with disabilities.

MEASURES OF SUCCESS

The success of project FULLSTREAM can be seen in the involvement and effort of the transdisciplinary team that collaborates to plan and implement the school-to-work transition processes, meet project goals and foster academic success for students with disabilities.

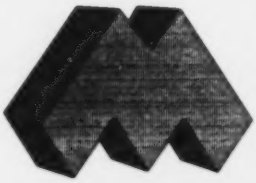
Survey data from students, faculty, parents, and student mentors collected over three semesters indicate that the FULLSTREAM program has made a positive impact on the lives of all concerned. Survey responses reflect an increase in positive interactions between all parties as well as a significant increase in social awareness and abilities on the part of the students.

At the conclusion of the initial program year (1992-1993) six of the eleven students (55%) exited the program. Of those six, four (66%) are employed and two (33%) have returned to the college as independent students. Five (45%) of the original eleven students are continuing in the program during the 1993-1994 academic year. Thirteen students were selected to participate in the second year of the program. Continued program growth is expected as school districts identify additional students who can benefit from this school-to-work transition program.

Through an integrated setting, students have built natural support in their own community. Without the community college experience, including the daily interaction with people of their own age, many of the students would not have had the opportunity to develop successful skills that will assist them in all facets of their adult life.

BEST COPY AVAILABLE

Classroom/Curriculum Strategy: Co-Winner
Strategy/Initiative: NINTENDO TECHNOLOGY IN THE GOVERNMENT CLASSROOM
Submitted by: Navarro College
Dr. Gerald E. Burson - Chief Executive Officer
Contact Person: Jim Chapman - (903) 874-6501 x 304



y teenaged son's absorption in playing "Sim City" gave me the idea to use "Sim City" in my government class.

I started playing "SimCity," making notes concerning the educational competencies the simulation could cover. I realized that I could divide my classes into teams (each functioning as a city government). Working together, students could understand that planning and running a simulated city has real-life applications. In order to be successful with the project, each team would have to understand the decision-making process; solve problems; and read and interpret charts, graphs, and polls. Further, they would have to learn about economic resources--budgets, tax rates, expenditures, economic development, and what happens when governments (people) borrow money. Within the simulation, students would also deal with environmental issues, learn cause and effect and how to plan for future events over which they have no control. Also, they would have to use both written and oral communication to achieve their goals.

After consulting with my dean, we agreed that Nintendo is not typical classroom technology but the interactive learning opportunities it offers are worth the risk. We located six 13-inch monitors that were not being used, and we purchased six SNE systems and fifteen copies of the simulation. Our total investment was $1350 for five classes (194 students).

The students selected a landform, elected mayors and city officials, and learned how to use Nintendo. The third week they started having problems with their cities and within their groups on how decisions were to be made. During the fourth week, they asked for additional time to work on projects after class and in the evenings. We started two-hour work sessions three evenings a week. Students compared notes with students in other classes. Sometimes they sat on the floor in my office or rolled carts into empty classrooms or the faculty workroom. It was exciting to watch the cities flourish when good decisions were made by city officials, and it was insightful to see what havoc poor decisions could wreak. One student admonished his group loudly, "What do you expect? You're going to have high crime rates when there are no jobs." The group immediately voted to build an industrial base.

Students talked about traffic problems, air pollution, city planning, economic growth, employment issues, and public safety. They learned how their own local government works and they saw that the local process is a miniature of the system at other, more complex, levels.

And there were qualitative outcomes. By the end of the term, I found that attendance was up 41% over the previous term, and my 1 p.m. class had a 47.3% increase in attendance on Fridays. Attrition went from 15% the previous semester to 9%. Grades were slightly higher as a whole, even though there were more Ds since more people stayed in the class rather than dropping out. Student comments were mostly favorable, and their final written reports revealed the following remarks:

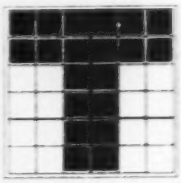
"I never paid much attention to maps and graphs or public opinion polls because I didn't understand what they meant - I do now."

1. "...we learned to put aside our differences and work on the problems at hand."
2. "I realize that I can play a very important part in our government."
3. "...we really became politicians; we had to!"
4. "I am a homeowner...and expect certain services for the amount of property tax I pay. If I don't get those services...I know who to contact at city hall."
5. "I never paid much attention to maps and graphs or public opinion polls because I didn't understand what they meant--I do now."
6. "One of the most difficult days for us was the day we had to borrow money, but the really hard thing was when we had to spend the next 21 years paying it back."

The project had a personal impact on me. I experienced an excitement that I have not had for years. I relate better to students because I see they are learning and applying the experiences of the classroom to other aspects of their lives. I now lead challenging class discussions on real issues within the government. Instead of a lecturer, I have become a partner with my students in the learning process.

BEST COPY AVAILABLE

Faculty Strategy: Winner
Strategy/Initiative: ASSESSMENT, CONTINUOUS IMPROVEMENT AND STUDENT SUCCESS
Submitted by: Hutchinson Community College
Dr. Edward Berger - Chief Executive Officer
Contact Person: Wayne Morgan - (316) 665-3427



The quality movement is one area where ideas from business and industry have several immediate implications for education and especially student success. Employers are demanding that employees at all levels have skills in communication, thinking, cooperative work, problem solving, and decision making. In order to achieve student success it is incumbent upon educators to improve instruction directed to these skills. The techniques utilized by business and industry to bring about quality can be modified for classroom use.

Accreditation agencies demand that schools and colleges demonstrate that they are meeting stated goals, outcomes and objectives. It is expected that all parts of the institution be able to measure progress in meeting the mission and use that information to make continual improvement. Without bringing assessment into the classroom it will be difficult to demonstrate that students have successfully fulfilled the outcomes identified by the institution.

Research makes it clear that students learn best when they are actively engaged in the process of learning. Learning must be meaningful in order for students to process the information in a way which leads to long-term retention and application of learning. Thinking must be an explicit part of instruction.

In order to implement changes in classroom strategies it is necessary to provide faculty with opportunities to learn and practice new techniques. Rather than focus on a one-shot inservice activity, a cadre of faculty volunteers are introduced to tools, techniques and strategies which will improve student success in the classroom.

Participants meet at least five times per semester for workshops or seminars. Informal meetings among the group members are also encouraged. Each meeting is structured to include the following elements: demonstration of a new tool, technique, or strategy; discussion and/or brainstorming how to use the tool, technique, or strategy; discussion of the participants' classroom uses of previously discussed tools, techniques and strategies; and discussion of how the tools, techniques and strategies attempted have affected students in the classroom.

To implement changes in classroom strategies faculty volunteers are introduced to tools, techniques and strategies. "Assessment toward success is the watchword..."

Every participant agrees to attend all meetings and to try new tools, techniques and strategies in their classrooms. Throughout the semester the project director applies assessment techniques to the participants themselves in order to model the strategies, improve the quality of the program and increase the likelihood of success for the participants. Assessment toward success is the watchword with many of the ideas presented in the program. Participants apply the model in their classroom and then collect information which supplies feedback crucial for achieving success in classroom learning. A summative activity is required of each participant. The summative work may take the form of a portfolio, an annotated video or audio-tape of classroom activities, a research study, or any other form that is mutually decided upon by the participant and the project director.

This type of approach to implementing change for success is superior to the one-shot inservice in several ways. Tools, techniques and strategies are covered in depth so that faculty leave the sessions able to apply them to their classroom situations. The interactive nature of this approach encourages cooperation and integration across curricular areas. Beginning with a cadre of interested faculty builds a supportive network of individuals who can promote further change within the institution. Dedication to student success means reconceptualizing the classroom. In order for faculty to rise to the challenge of this reconceptualization they must have effective staff development and collegial, as well as administrative, support.

Multiply the influence of your innovative program by entering the NCIA 1994-1995 exemplary program competition.

BEST COPY AVAILABLE

MORE GREAT STRATEGIES

THE FOLLOWING ARE OTHER SUCCESSFUL STRATEGIES THAT YOU MAY WANT TO ADAPT OR ADOPT. FOR MORE INFORMATION, PLEASE NOTIFY THE CONTACT PERSON

American River College
STUDENT CATALYST PROGRAM: PEER ASSISTED LEARNING
Max McDonald, President (Interim)
Contact Person: Sharon McCuen
(916) 484-8306

Students who have successfully completed courses with traditionally high drop-out rates are selected as "Learning Assistants" to facilitate small-group study sessions for at-risk students.

Central Florida Community College
SLS 1101 COLLEGE ORIENTATION
Dr. William J. Campion, Chief Executive Officer
Contact Person: Pete Barbatis
(903) 237-2111

Better informed students are more successful students according to this orientation program which was recognized as the 1993 Florida Association of Community Colleges Student Development Commission's Exemplary Practice.

Colorado Mountain College
FAMILY ENGLISH LITERACY PROGRAM
Dr. Cynthia M. Heelen, Chief Executive Officer
Contact Person: Shirley Bowen
(303) 945-8691

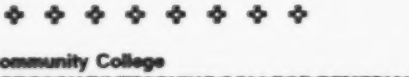
Using field trips, activities, small and large group experiences and classroom instruction, this college provides Latino families with an introduction to life in America.

Copiah-Lincoln Community College
LABS, LABS, LABS, EVERYWHERE
Dr. Howell Garner, Chief Executive Officer
Contact Person: Dr. Phyllis H. Lanier
(601) 643-8375

Regardless of the instructional style, educators should strive to maximize the effectiveness of the style chosen, and this college has found that Laboratory Activities Broaden Skills, Boost Scores, and Bring Success.

Doña Ana Branch Community College
TUTORIAL SERVICES
James L. McLaughlin, Chief Executive Officer
Contact Person: Esther Weatherly
(505) 527-7832

Assessments in students' academic strengths and weaknesses and learning styles, and improvement in study skills are all addressed in this ABE program which serves over 3,000 immigrants annually.



Genesee Community College
A TEAM APPROACH TO TEACHING COLLEGE REMEDIAL MATH COURSES
Dr. Stuart Steiner, Chief Executive Officer
Contact Person: Julie Jackson-Coe
(716) 343-0055

A Learning Specialist and math instructor team up to help students with learning disabilities and/or high math anxiety to successfully complete math remediation.

Gwinnett Technical Institute
HORTBUCKS - SIMULATING REAL-LIFE WORKING CONDITIONS IN AN ACADEMIC ENVIRONMENT
Contact Person: Richard Ludwig
(404) 962-7580

Students in the horticulture program work in the college greenhouses and accumulate "Hortbucks" to be used toward their lab grade in horticulture classes. This activity encourages initiative and productivity as well as rewards students based on work completed versus time spent in lab.

Hocking College
QUEST FOR SUCCESS
Dr. John Light, Chief Executive Officer
Contact Person: Nonna Davis-Maurath
(614) 753-3591

This program is specifically designed to prepare students for entry into regularly scheduled Fall Quarter classes. The transitional program helps students "learn" what it means to attend college and to gain the needed skills and knowledge necessary to receive the most benefits from their college education.

BEST COPY AVAILABLE

Hutchinson Community College
BRIDGES, NOT PIERS: MANDATORY CONFERENCES AND THE COMPOSITION STUDENT
Dr. Edward Berger, Chief Executive Officer
Contact Person: Trudy Zimmerman
(800) 289-3501

This program of mandatory student/instructor conferences positively impacts student's compositional skills such as organization, development, revision, and mechanics. Furthermore, it fosters improved student/teacher communication, expands teaching resources, and improves student attitudes toward writing and the composition course.

Indian River Community College
THE BRIDGE PROGRAM
Dr. Edwin R. Massey, Chief Executive Officer
Contact Person: Dr. Tom Deal
(407) 462-4700

This program targets at-risk students and uses a three-pronged approach incorporating applied academic courses, two new technology courses, and classes which build reasoning, critical thinking, student,and time management skills. Students progress through the classes as teams to benefit from peer support, and teachers work together closely to track and encourage student progress.

Johnson County Community College
INTERVENTION FOR ACADEMICALLY UNDERPREPARED STUDENTS
Dr. Charles J. Carlsen, Chief Executive Officer
Contact Person: Dr. Edward Franklin
(913) 469-8500

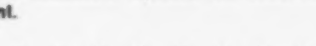
This research project investigating the impact of mandatory counseling for underprepared students showed that such required counseling had significant positive effects on the academic success of underprepared students.

Monroe Community College
NETWORKED LEARNING CENTER FOR STUDENT SUCCESS
Dr. Peter A Spina, Chief Executive Officer
Contact Person: Robert Teague
(716) 292-2000

This learning center is an effective blend of old-fashioned customer service with "cutting edge" technology. Students are provided open access to tutoring, training, high-tech computers, multimedia workstations, and a wide variety of resources all connected to a state-of-the-art network.

Monroe Community College
WRITING ACROSS THE CURRICULUM
Dr. Peter Spina, Chief Executive Officer
Contact Person: Stasia Callan
(716) 292-2000

This program promotes the written language as one of the ways of teaching any course: art, chemistry, history, mathematics, physics, or any other discipline. Using formal and informal writing, students who complete thirty credits of writing-intensive course work with a 3.0 average receive a special designation on their transcript and diploma to enhance the degree and increase the student's options for both transfer and employment.

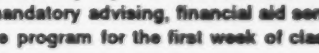


Morsine Valley Community College
INTENSIVE ENGLISH LANGUAGE PROGRAM
Dr. Vernon O. Crawley, Chief Executive Officer
Contact Person: Philip Bobich
(708) 974-4300

This program is a full-time, 20-hour per week intensive language development program allowing students to concentrate on speaking, reading, and writing the English language. In an English Language Lab, students have access to tutors or student aides to work one-on-one or in small groups; computer-assisted instruction; and audio/visual materials to help improve skill areas.

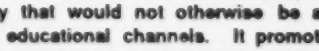
Northwestern Michigan College
TRANSITION PLAN FOR RETURNING STUDENTS
Dr. Timothy Quinn - Chief Executive Officer
Contact Person: Marilyn Jaquish
(616) 922-1378

A Board mandate to change from a term system to a semester system prompted this college faculty and administration to develop intervention strategies for students already in college whose lifestyles would be changed drastically by the new calendar. Strategies included mandatory advising, financial aid seminars, and a child-care program for the first week of classes.



Oakland Community College, Orchard Ridge Campus
PROJECT YES! (YOUTH EMPOWERMENT STRATEGIES)
Dr. George Keith - Chief Executive Officer
Contact Persons: Jamie Mason, Judy Leslie, and Christine Francis
(810) 471-7569

Project YES! is a unique and innovative program that serves to bridge the gap between alternative education programs and the community college. It is a project whose mission is to create an exemplary learning opportunity that would not otherwise be available in traditional educational channels. It promotes student success by means of a collaborative effort involving community and adult education coordinators and community college counselors and instructors.



BEST COPY AVAILABLE

Oklahoma City Community College
MEETING THE DIVERSE NEEDS OF STUDENTS IN BIOLOGICAL SCIENCE
Dr. Bobby D. Gaines - Chief Executive Officer
Contact Person: Anna Wilson
(405) 682-7508

The Science Center at this college provides the opportunity for students to use many types of resources which eliminate traditional barriers while assuring the quality and integrity of laboratory instruction. The Center provides students with supervised access to lab equipment, materials and resources 62 hours per week. The interaction of biology, chemistry, and physics in a common area provides exposure to the different disciplines and fosters appreciation for the inter-dependence of scientific disciplines.

Palm Beach Community College
DISTANCE LEARNING VIA INTERACTIVE VIDEO CLASSROOM
Dr. Edward M. Eissey - Chief Executive Officer
Contact Person: Roger Rolison - Glades Campus
(407) 439-8078

This interactive video classroom resulted from a shared vision, many meetings, and a cooperative spirit between Palm Beach Community College, Palm Beach County Schools, and Southern Bell. Students at multiple sites take courses such as Introduction to Minorities, Jazz I, Photography, Speech, Introduction to Sociology, and Introduction to Social Sciences. Both students and faculty applaud this use of technology.

Pellissippi State Technical Community College
COMPUTER CALCULUS: THE SCIENTIFIC LABORATORY APPROACH
Dr. Allen Edwards - Chief Executive Officer
Contact Person: Karla Foss
(615) 694-6400

Faculty at this institution have learned that the emphasis on simply learning techniques found in the traditional classroom is no longer enough preparation for students in the 21st century. Thus, they enhance the traditional calculus class with weekly labs which simulate the research process found in the workplace. As a result, faculty have seen students become empowered to take responsibility for their own learning.

Salt Lake Community College
EMPOWERED LEARNING TECHNIQUES FOR LIFE LONG LEARNING
Dr. Frank W. Budd - Chief Executive Officer
Contact Person: Lynnette M. Yerbury
(801) 968-4823

Students in this accounting program learn "how to learn" as well as accounting. The learning method developed by this instructor allows the student to minimize the time and maximize the results of his or her efforts. When students experience success in class, program retention is a natural outcome.

Seminole Community College
CONNECTING WITH TECHNOLOGY
Dr. Earl Weldon - Chief Executive Officer
Contact Person: Dr. Beverly Boothe
(407) 323-1450

This college embarked upon a curriculum model for its high school adults by combining interactive, multimedia presentations into a competency-based program. This integration moved learning from a flat one-dimensional realm into a multi-dimensional world.

Shelby State Community College
MUSIC FUNDAMENTALS IN THE MIDI LAB
Dr. Lawrence M. Cox
Contact Person: Michael E. Scott
(901) 544-5152

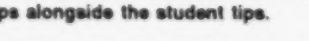
"Fundamentals of Music" is a pre-requisite for music majors at this college. The course emphasizes reading and writing music notation and uses a special MIDI lab equipped with computers, synthesizer, tone generator, and piano consoles. Using the lab, students learn the basics of notation and move on to exercises involving key signatures, intervals, chords and elementary dictation.

State Technical Institute at Memphis
STUDENTS AT WORK!
Dr. Charles M. Temple - Chief Executive Officer
Contact Person: Kim Collier
(901) 383-4495

Cooperative learning activities have been shown to be particularly effective in core courses where students often perceive no practical application of the material and are unsure of their abilities. This college reduced the number of student noncompleters by 50% in elementary and intermediate algebra courses by placing students in groups and allowing them to be actively involved in their own learning.

South Suburban College
STUDY SKILLS FOR MATHEMATICS: A VEHICLE FOR STUDENT SUCCESS
Dr. Richard Fonte - Chief Executive Officer
Contact Person: Diane Tesar
(708) 596-2000

This study skills module was the result of the collaborative efforts of twenty mathematics faculty members and four administrators at Governor's State University and South Suburban College. The module specifically provides unique suggestions on how to study mathematics. A student version of the module provides tips for students while the instructor version lists teaching tips alongside the student tips.



BEST COPY AVAILABLE

Technical College of the Lowcountry
INTEGRATING STUDENT SUCCESS SEMINAR SERIES INTO DEVELOPMENTAL EDUCATION
Contact Person: Carolyn Banner
(803) 525-8218

A series of educational seminars held for four weeks at the beginning of each term was designed to provide students who were required to take developmental courses to prepare for college success and for the world of work. The seminars are a collaboration between Student Affairs and Instruction at the college.

Valencia Community College
THE BUDDY SYSTEM
Dr. Paul C. Gianini, Jr. - Chief Executive Officer
Contact person: Dr. Randall H. Stovall
(407) 299-5000

The first night of class, students are asked to obtain the names and phone numbers of two other students (buddies) in class. They are then instructed to call their buddies before the second class--this can be purely social, but can also have study undertones. From then on, when a student is not in class, he/she should expect to receive three telephone calls: one from each of the buddies and a third from the instructor.

Ventura College
SMALL GROUP LEARNING IN PHYSICS
Dr. Jesus (Jess) Carreon - Chief Executive Officer
Contact Person: Dr. Colin Terry
(805) 654-6376

This system of small group learning in a physics class proved to be very effective in developing the conceptual underpinnings of mechanics and led to better student performance on more traditional physics problems.

Yavapai College
NURSING CLINICAL PRECEPTORSHIP
Dr. Doreen Dailey - Chief Executive Officer
Contact Person: Dr. Lynn Nugent
(602) 776-2247

This nursing faculty, in conjunction with local hospitals, adopted a curriculum change that paired each nursing student with a volunteer, experienced staff nurse for the final month of the nursing program. All didactic courses were accelerated and final exams were given before this experience so students could concentrate functioning more like a member of the hospital staff.

Yavapai College
TECHNOLOGICALLY ENHANCED TEACHING ENVIRONMENT
Dr. Doreen Daily - Chief Executive Officer
Contact Person: Dr. Terry Lovell
(602) 776-2154

This Introduction to Business Statistics instructor only had one thing to lose by adopting a technology-based text and placing his notes and overheads in read-only computer format: a 50% failure rate. He says, "My students are learning and liking it and the technology costs very little compared to writing off one-half or more of our students."

BEST COPY AVAILABLE

NATIONAL COUNCIL OF INSTRUCTIONAL ADMINISTRATORS

Leadership ♦ Innovation ♦ Advocacy ♦ Development

Promoting Student Success in the Community College

An NCIA Position Statement

Adopted as an AACC Policy Statement, November 1991

I. Student Success: A Definition

Student success has always been a dominant article of faith in the community college credo. Fundamental to that belief are strong commitments to student access, student retention, and student achievement. The ultimate aim is a quality collegiate education, one in which student success is closely linked with, dependent upon, and defined in terms of effective teaching resulting in meaningful learning.

"Student success" and the "successful student" may thus be defined as follows:

Learning is at the heart of student success. Successful students are successful learners who identify, commit to, and attain their education goals. They acquire and demonstrate the skills, knowledge, attitudes and self-direction needed to perform ethically and productively in society, to adapt to change, to appreciate diversity, and to make a reasoned commitment on issues of importance.

This definition of student success requires, for its achievement, a precise awareness on the part of a college of exactly *who* its students are and *what* steps to success it needs to provide –and a willingness continually to assess and improve those steps.

II. Student Success: Current Strategies

While each college must fashion its particular strategies to address the needs of its own students, there are general trends and ideas that characterize the student success efforts of all flagship community colleges. Basic to these fundamental strategies are guidelines set forth in two well-known documents: (1) the 1984 National Institute of Higher Education Report *Involvement in Learning: Realizing the Potential of American Higher Education*, and (2) the 1987 *Faculty Inventory: 7 Principles for Good Practice in Undergraduate Education*, published by Art Chickering and Zelda Gamson under the auspices of the American Association for Higher Education, the Education Commission of the States, and the Johnson Foundation. In the former, three "universal conditions of excellence" were identified:

1. Student involvement in the learning process;
2. High expectations by the institution;
3. Regular assessment and feed back for evaluative purposes.

In the latter, the "7 Principles" were as follows:

1. Encourage student-faculty contact.
2. Encourage cooperation among students.
3. Encourage active learning.
4. Give prompt feedback.
5. Emphasize time on task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning.

The suggestions below regarding student success incorporate the principles from these two sources, additional principles from other written sources, and the practices of outstanding community colleges across the nation – from the distinct perspective of student success as defined above.

Admission and Orientation Strategies for Student Success:

- Begin contact with students before they enter the college through outreach and articulation activities.
- Provide clear, supportive financial aid, admissions, and registration procedures.
- Provide basic skills assessment and resulting placement at appropriate levels.
- Provide a thorough college orientation program, one which includes emphases on basic study skills and learning to learn.
- Gather data each semester on each student that will permit tracking and assessment of student success.
- Provide an advisement system that is available to the student from admission to eventual graduation or transfer.

Classroom Strategies for Student Success:

- Encourage student-faculty contact.
- Encourage cooperation among students.
- Encourage active learning.
- Give prompt feedback.
- Emphasize time on task.
- Communicate high expectations.
- Respect diverse talents and ways of learning.
- Make full use of advanced technology for both classroom teaching and classroom management.
- Relate subject matter to students' experiences and interests.
- Emphasize understanding rather than coverage of course material.
- Share with students the desired learning outcomes for the course.
- Incorporate reading, writing, speaking, and critical thinking activities – regardless of subject matter.
- Demonstrate the interconnectedness of the individual course with courses in other disciplines and with general education.

- Focus on formative assessment rather than summative testing.
- Use classroom research strategies to monitor and improve teaching and learning.
- Relate subject matter to current issues – local, national, international.

Curriculum Strategies for Student Success:

A community college curriculum designed to assure student success will include the following characteristics:

- a well-developed, extensive remedial program;
- a core curriculum of general education courses;
- core curriculum requirements for graduation;
- writing, reading, speaking, and critical thinking emphases in every course;
- entry and exit competencies for individual courses; complementary entry and exit competencies for courses taken sequentially;
- strong international and multicultural components;
- an efficient, timely process for curriculum review and change.

Faculty Strategies for Student Success:

The best way to assure student success is to assure faculty success. Among the strategies whereby leading community colleges are assuring faculty success are the following:

- Hiring additional minority teachers to reflect the ethnic makeup of the student body and the community;
- Requiring demonstrated communications skills – reading, writing, speaking, and critical thinking – in all disciplines as a condition of hiring;
- Hiring only those strongly committed to student success;
- Reviewing closely in that regard the teaching applicant's portfolio – a portfolio including syllabi, tests, statement of teaching philosophy etc. – as well as the applicant's curriculum vitae;
- Maintaining an appropriate ratio between full-time and part-time faculty members;
- Providing an effective orientation program for all new faculty members;
- Structuring the college reward system to encourage and recognize outstanding teaching;
- Establishing a thorough, multifaceted faculty evaluation system for formative purposes;
- Providing incentives and multiple and varied opportunities for faculty growth and development in the subject matter and in pedagogy, including such topics as use of technology, classroom research dealing with a multicultural classroom, and dealing effectively with different learning styles;
- Stressing "scholarship" and "research" in a way that links both pursuits closely to teaching and learning;
- Encouraging cross-disciplinary and team teaching.

College-wide Strategies for Student Success:

- Create and maintain a climate that encourages and rewards innovation, creativity, and risk-taking on the part of all.
- Foster a spirit of communication, coordination, and cooperation among all units of the college, but especially between student development and instruction in areas such as assessment, placement, advisement, and extra-curricular emphases.
- Develop a student tracking system that provides significant data for assessment and improvement. The system should provide data on career students, transfer students and continuing education students.
- Work from a governance model in which all – including students – participate in determining directions and making decisions.
- Make sure that basic administrative matters such as organizational structure, planning processes, and budgetary allocation of resources – personnel, facilities, equipment – reflect the college's commitment to student success.
- Develop a purpose statement or statement of philosophy that is real, that is measurable, and that places student success in the center of the circle or at the top of the list of priorities.
- Maintain a strong mentoring and tutoring program for students.

The responsibility for tailoring these guidelines to a specific college and effectively implementing them rests with the leadership of the institution. In the process, any college serious about student success will discover additional essential strategies not mentioned here.

Afterword: Beyond the Campus

Professional organizations like AACC and its affiliate councils represented at the Student Success workshop can also play a vital role in the implementation of these strategies for student success:

- By highlighting successful activities in newsletters, periodicals, monographs, and other publications.
- By sponsoring forums, workshops, summer institutes, and teleconferences dealing with student success issues.
- By creating additional recognition and reward programs which highlight successful teaching and successful learning.

The National Council of Instructional Administrators, through such activities as its annual Exemplary Instructional Programs Awards and the 1990 Student Success Workshop, is already playing a prominent role. We pledge to redouble our efforts on behalf of student success; we invite the readers of this paper to join us.

BEST COPY AVAILABLE

MISSION OF NCIA

The National Council of Instructional Administrators supports the principles, goals, and objectives of the American Association of Community Colleges and is committed to leadership, innovation, advocacy, and development for the improvement of teaching learning.

It is the national voice for the opinions and concerns of administrators of instructional programs. The Council is consulted by the leadership of the American Association of Community Colleges, and other national organizations on matters of importance regarding instructional programs.

WHO BELONGS TO NCIA?

Over 3,500 Two-Year College Administrators including:

- Presidents
- Provosts
- Vice Presidents
- Directors
- Deans
- Associate and Assistant Deans
- Division and Department Chairpersons
- Coordinators
- All persons who make policy decisions impacting on the instructional programs in two-year colleges

WHY SHOULD YOU JOIN NCIA?

- **A VOICE IN NATIONAL ISSUES**
  - Entry Into Practice for Nursing
  - Student Success
  - Instructional Outcomes and Assessment
  - Specialized Programmatic Accreditation
  - Business Transfer Courses
  - Faculty Recruitment
  - Faculty Scholarship
- **NEWSLETTERS**
  - Exchange of Ideas
  - Exemplary Instructional Programs
  - Notice of Professional Meetings
  - Position Papers on National Issues
- **REGIONAL AND STATE WORKSHOPS**
  - Instructional Outcomes and Assessment
  - Instructional Leadership
  - Associate Degree Nursing
  - Program Development
  - Student Competencies
  - Business Courses and Accreditation
  - Role of the Division Chair
  - Classroom Research
- **SPECIAL PUBLICATIONS**
  - Exemplary Instructional Programs Book
  - Features Outstanding Community College Offerings
  - Includes Award Winning Programs
  - Student Success Strategies
- **NATIONAL PRESENTATIONS**
  - Student Success
  - Business Courses and Accreditation
  - Instructional Outcomes and Assessment
  - Business/Industry Programs
  - Entry Into Practice for Nursing
  - Specialized Programmatic Accreditation
  - Total Quality Management
- **INSTRUCTIONAL AWARDS**
  - Instructional Programs of the Year
  - Outstanding NCIA State Representative
  - Outstanding Service to NCIA
  - Service to Community College Instruction

BEST COPY AVAILABLE

FOR ADDITIONAL INFORMATION
CONTACT AN NCIA BOARD MEMBER OR YOUR REGIONAL REPRESENTATIVE

President:	Patricia Dyer	Palm Beach Community College	407/439-8078
Vice President/President Elect:	Sharon Bradwish-Miller	College of DuPage	708/858-2800
Immediate Past President:	Carlton Williams	Colorado Northwestern Community College	303/439-8078
Executive Secretary:	Donald Goss	Tennessee Higher Education Commission	615/741-7564
Recording Secretary:	Linda Timmerman	Navarro College	903/874-6501
Director of Membership:	J. Leon Jones	Pellissippi State Technical Community College	615/694-6523
Director of National Issues:	Carol J. Viola	College of DuPage	708/858-2800
Director of Archives & Publications:	Robert R. Evans	Colorado Mountain College	303/945-8691
Publications Editor:	Bing Inocencio	New York City Technical College	718/260-5560
Director of Awards:	Gerald Bazer	Owens Community College	419/661-7545

Region 1 - *Connecticut, Massachusetts, Maine, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Canada (except Alberta, British Columbia)*
Marjory A. Stewart
Massachusetts Bay Community College
617/237-1100

Region 2 - *Delaware, District of Columbia, Maryland, South Carolina, North Carolina, Virginia, West Virginia*
Harry J. West
Delaware Tech. & Comm. College,
Stanton Campus
302/454-3973

Region 3 - *Alabama, Florida, Georgia, Kentucky, Mississippi, Tennessee, Puerto Rico*
Gwendolyn Herndon
Shelby State Community College
901/544-5208

Region 4 - *Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin*
Gretchen Naff
College of Lake County
708/223-6601, x 2411

Region 5 - *Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota*
Frank Wright, Jr.
Hutchinson Community College
316/665-3508

Region 6 - *Arkansas, Louisiana, Oklahoma, Texas*
Linda Timmerman
Navarro College
903/874-6501

Region 7 - *Arizona, Colorado, New Mexico, Utah, Wyoming*
Don Yeager
Arapahoe Community College
303/797-5702

Region 8 - *Alaska, Idaho, Montana, Nevada, Oregon, Washington, Canada: Alberta, British Columbia*
Viola Lopez
Portland Community College
503/244-6111

Region 9 - *California, Hawaii, Guam*
Janet Portolan
Fullerton College
714/447-4097

At-Large Representatives
Edward Meadows
Shelby State Community College
901/528-6814

John T. Neibling
San Juan College
505/599-0218

Monique Amerman
Mountain View College
214/333-8700

NCIA MEMBERSHIP APPLICATION

Membership Information:

- Individual membership is $25 per year.
- Institutional membership is based on the number of administrators listed:
  up to 15 instructional administrators .. $85.00 — from 26 through 45....$235.00
  from 15 through 24 .....135.00 — over 45.....345.00
- Multi-College districts require separate memberships for each college.

☐ I would like to apply for an individual membership in NCIA.

☐ I would like to apply for an institutional membership in NCIA. I have attached a list of _____ other instructional administrators (please include titles) to be included as members and to receive newsletters.

Membership Year: January 1 - December 31.

Name of Individual or
institutional contact person_____ Title_____

College_____ College Phone _____

College Address_____ City_____ State_____ Zip_____

Please make checks payable to: NCIA. Mail check or purchase order (Federal Tax ID #62-1162312) and application form to:
Donald Goss, Executive Secretary, NCIA, c/o P.O. Box 198642, Nashville, TN 37219-8642

BEST COPY AVAILABLE

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
December 3, 1996